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marked tendency to think of the person in general as rather good or rather inferior and to be influenced in all judgments by this general attitude. It was suggested that observers should report *the evidence*, not a rating, and that the ratings should be given on the evidence for each quality separately.

D. G. Paterson and B. Ruml, The Scott Company, described a method of obtaining more objective criteria in the use of rating scales. By the older method, leadership, for example, might be defined and judged in terms of initiative, force, self-reliance, tact, loyalty, cooperation, etc. By the suggested scale one would judge the ability to develop a loyal and effective organization by administering justice, inspiring confidence and winning the cooperation of his subordinates—a “man to man” type of comparison. Tendencies for single judges to estimate too high or too low might be corrected, by the devise of “Master Scales.”

A. W. Kornhauser and B. Ruml, of the Scott Company, reported on some recent developments in trade-test theory. The usual form of trade test consists of a fixed set of questions with norms established for the test as a whole. A new departure consists in establishing norms for the individual questions. Hence (1) a test may be made as brief as desired, (2) it may be varied at will to prevent coaching, (3) it becomes unnecessary to give easier questions than those already passed or more difficult ones than those already failed, (4) new individual questions may be added or undesirable ones dropped without necessitating a restandardization of the norms for the whole test. By a change in the use of regression lines from the method employed in the army test, wherein the average score in the test giving the grade of trade ability, to the reverse wherein the actual numerical chance that a man making a particular score or an individual question is a novice, apprentice, journeyman, or expert, it is possible (1) to place each question at the level where it differentiates most effectively, (2) questions may be weighted in proportion to their differentiating value, and (3) questions may be weighted differently if passed or failed.

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REVIEWS AND ABSTRACTS OF LITERATURE

General Psychology. WALTER S. HUNTER. Chicago: The University of Chicago Press. 1919. Pp. xiii + 351.

This is another elementary text on general psychology. So many brief books on psychology have been published in the United States that there seems to be no excuse for extending the list.

Hunter's three-hundred-and-fifty-page text, however, differs decidedly from many others. Students in general courses will find this book very interesting as a text-book stating the fundamental facts, procedures and applications of psychology, rather than presenting the foundation for students who are preparing to do advanced work in the subject.

The author assumes that the usual student is first interested in the general field of psychology. He therefore devotes the first four chapters of his text to the following subjects: Subject Matter of Psychology, Animal Psychology, Individual and Applied Psychology, Abnormal Psychology, Social and Racial Psychology. The confining of the above four subjects to 110 pages makes their treatment seem rather brief and unsatisfactory. It does, however, introduce students to those fields about which there is the most inquiry on the part of the general public. The selected bibliographies enable one to continue reading in the field of his peculiar interests.

Part II. takes up Normal Human Adult Psychology. The discussion is very much like that found in the usual elementary text-book. The author has succeeded admirably in drawing most of his illustrations from recorded experiments. This introduces the student to experimental source material rather than to the simple, insipid personal experiences so often used by psychological writers.

The book is illustrated with 55 figures, distributed through the entire volume. This adds something to the attractiveness of the text.

The theoretical standpoint of Professor Hunter is one of a combination of behaviorism and structuralism. He does not rule out introspective data, but supplements it with objective data wherever possible.

The material presented, along with some reference work and supplemental studies, would occupy a class for one semester. With the increased public interest in psychology, along with its increased application, there seems to be a need for more extended courses in general psychology. Professor Hunter's book will doubtless be adopted by many instructors, but it will have to be supplemented with a great deal of library and laboratory material.

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JOURNALS AND NEW BOOKS

REVUE PHILOSOPHIQUE. May-June, 1919. *La nature et le mouvement d'après Aristote* (pp. 353-368) : OCTAVE HAMELIN.—Aristotle's theory of movement is markedly dynamistic and vital-